

## Scarborough UTC Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                  |
|---|---------------------------------------|
| School name   | Scarborough UTC                       |
| Number of pupils in school  | 201 (22/23) 254 (23/24) 260 (24/25)   |
| Proportion (%) of pupil premium eligible pupils   | 33% (22/23) 24% (23/24) 22% (24/25)   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 year                                |
| Date this statement was published   | 18.12.24                              |
| Date on which it will be reviewed   | 01.07.25 (full review)                |
| Statement authorised by   | Helen Dowds, Principal                |
| Pupil premium lead  | Rob Shephard, Director of Engineering |
| Governor / Trustee lead   | Chris White, Chair of Governors       |

### Funding overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year   | £47,280        |
| Recovery premium funding allocation this academic year  | £0.00          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0             |
| <b>Total budget for this academic year</b>  | <b>£47,280</b> |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |                |

## Part A: Pupil premium strategy plan

### Statement of intent

*At our UTC, we are committed to providing all students with access to high-quality education, recognising that ‘Quality First’ teaching is essential for success. Our goal is to ensure that pupils from disadvantaged backgrounds have equal opportunities, helping to close the attainment and progress gap. We utilise targeted support to remove barriers to learning, raise aspirations, and guide our students to become “Young Professionals.” Our specialisms in Engineering, Health, and Cyber are central to this mission.*

*In the aftermath of the pandemic, we recognise that disadvantaged students have fallen further behind. Our spending commitment is grounded on a thorough understanding of individual needs, informed by research and evidence on effective practices.*

*We carefully assess the challenges faced by all students, tailoring our support to meet diverse needs, particularly for those not making expected progress. Students requiring additional help in Science, Maths, and English will benefit from access to specialists and extended learning time as part of our programme.*

*Our UTC approach emphasises personalised strategies to address individual challenges through a “menu of opportunities.” We focus on the whole child, integrating personal and academic development with a commitment to Technical Excellence and Employable Graduates. By collaborating with employers, we aim to raise aspirations, broaden opportunities, and create meaningful connections to the world of work.*

*We adopt a whole-college approach, where every staff member shares the responsibility of narrowing the attainment gap and supporting our learners. Through these collective efforts, we empower every student to achieve their full potential.*

To ensure these principles are effectively implemented, all staff at the UTC will:

- Distinguish between Pupil Premium eligibility and low ability, focusing on helping disadvantaged pupils achieve at the highest levels.
- Analyse underachievement among students to identify root causes.
- Draw on research evidence (such as the EEF) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Demonstrate high-quality teaching daily, as this is crucial for closing the attainment gap.
- Allocate specialist and our best teachers to teach intervention groups to improve attainment and progress.
- Use achievement and progress data (RAG data) to monitor the effectiveness of interventions and make timely adjustments
- Ensure that class and subject teachers are aware of which pupils are eligible for the Pupil Premium, fostering responsibility for accelerating their progress.
- Provide well-targeted support to improve attendance, behaviour, and family engagement where these are barriers to a pupil’s learning.
- Monitor and evaluate spending to demonstrate its impact on pupil outcomes.

Through these strategies, we aim to create a supportive and effective learning environment for all our students.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1.               | <p>Curriculum</p> <p>As a UTC pupils join us at year 9 and have already had two years of secondary education. We receive pupils from over 20 schools across a large geographic area, as such pupils has a vastly different range of experiences, teaching and learning and as a result understanding and engagement.</p> <p>Through GL testing of new intakes it is evident that there are already large achievement gaps between PP pupils and non-PP pupils. The average scaled score for Maths is 5.62 for disadvantaged pupils compared to 5.89 for non-disadvantaged pupils. For English, the average scaled score is 4.92 compared to 5.00 for non-disadvantaged pupils. A consistent and tailored curriculum must be developed to close these gaps for all especially in the foundation year.</p> <p><i>School DP – ‘Intervention programme to be re-developed in partnership with Trust plans. Take the best from the UTC and the trust offer to maximise outcomes at an individual level.’</i></p> <p><i>‘Raising results across college to the aspiration that the minimum position is x5, grade 5’s’</i></p> |
| 2.               | <p>Attendance</p> <p>There is an attendance gap between our PP pupils and Non – PP pupils and this is at its highest among Persistent Absentee (PA) Pupils. This differential is significant in terms of impact on homework, intervention and first quality teaching. Current attendance figures (end October 2024) show overall attendance at 92%; non PP 92.8% and PP 89.0%</p> <p>National at time of report is 93.0%</p> <p><i>School DP – Review and monitor attendance strategies, incorporating new national guidance, with a view to minimizing the impact of persistent absenteeism.’</i></p>  |
| 3.               | <p>Literacy</p> <p>Poor reading ability is a significant barrier to accessing the whole curriculum, and improving this key skill will help students to achieve well in all of their learning. Currently 27% of disadvantaged students in Year 9,10 and 11 have a reading age below their chronological age.</p> <p><i>School DP – ‘Redevelop the Tutor time curriculum introducing reading and being learning ready and national news.’</i></p>   |

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| 4. | <p>Personal Development</p> <p>Recognising the challenges that come with deprivation without creating labels to educate pupils through high quality personal development so that they have the tools to deal with challenges such as abuse, neglect and lack of familial support.</p>   |
| 5. | <p>Pastoral</p> <p>Some of our PP Pupils suffer from emotional and behavioural issues, lack of social skills, incorrect uniform, inconsistent support from home and need mentoring/counselling. Although this is not just isolated to disadvantaged pupils, it does mean, however, that those who are more disadvantaged struggle to access pastoral support programmes (e.g. anger management and meetings with Educational Inclusion Mentor) and need support through this via mentoring/DEEP initiative led programmes who offer a range of reactive and proactive strategies to counter this disadvantage.</p>  |
| 6. | <p>Student aspiration and access to opportunity in the area can be adversely affected due to the pandemic and economic and educational background of parents.</p> <p>College commitment to one academic trip or visit per half term.</p> <p>Students' cultural capital is also affected by these issues and the areas of deprivation the pupils come from have been dramatically affected along with aspirations and ideas about future careers.</p> <p><i>School DP - Continue to grow employer partnerships and deepen the wider curriculum offer further, to enable at least half termly experiences for all young people.</i></p> <p><i>SOL review to ensure employer opportunities are clear and explicit.</i></p> |
| 7. | <p>Behaviour</p> <p>Year to date (end of Oct) PP pupils are receiving 0.22 negative stages per pupil compared to 0.08 for non-PP</p>  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| <p>1) Curriculum offer –</p> <p>Following two complete years of year 9, review the curriculum model, co-align with the trust where possible and adapt for our new cohort. Specialist curriculum areas tailored to the unique nature of the UTC.</p> <p>All areas are ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with ‘other’ non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> | <p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium.</p> <p>Analysis of Years 9 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and ‘other’ non-PP pupils. Where gaps exist, these will be closing rapidly and clear intervention strategies being used.</p> <p>The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than ‘other’ non-PP pupils.</p> <p>Monitoring and evaluation of work through learning walks, drop-ins and work scrutiny will show that PROUD is in place. Pupils’ work across the curriculum is of good quality.</p> <p>Accountability tightened up through use of RAG meetings in LMM.</p> <p>PP pupils are able to articulate what they are learning and why they are learning it.</p> |
| <p>2) Attendance - Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>October 2024 Benchmark</p> <p>Yorkshire and Humber overall attendance = 92.5%,</p> <p>National overall attendance = 93%</p> <p>PP attendance at SUTC 2023-24= 89.3%</p>   | <p>Improve overall attendance rates of pupils eligible for PP to 92% or above (in line with non-PP).</p> <p>Continued rigorous enforcement of established attendance procedures through attendance officer.</p> <p>Continued use of the National Schools breakfast programme.</p>  |

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| <p>3) Literacy - Improve reading ages and levels of literacy and communication skills across the college.</p>                     | <p>Improved reading ages for all students. Students actively reading for pleasure to improve their knowledge and learning.</p> <p>Reading tests</p> <p>Reading for pleasure / The Big Read initiative embedded across the college including a college library.</p> <p>Literacy support utilised through year 11 catapult forms and through use of tutoring.</p> <p>Introduced both the read, write, link (RWL) intervention and reading plus interventions to enhance literacy skills. This uses additional TA time to facilitate.</p> |
| <p>4) Improve numeracy skills and levels of mathematical thinking across the college.</p>   | <p>Improved numeracy skills and mathematics attainment for all students.</p> <p>Students able to see mathematical thinking links across all subjects.</p> <p>Math's tests</p> <p>Numeracy support embedded through year 11 catapult forms and through use of NTP.</p> <p>Maths groups set to allow for adaptive teaching.</p>  |
| <p>5) Improve quality of teaching to ensure that high levels of personalised learning are taking place across the curriculum.</p> | <p>Consistent application of the Conduct for Learning Policy including Language for Learning.</p> <p>Successful deployment and embedding of incremental coaching methods to with foci on metacognition, self-regulation and self-regulated learning being addressed in class teaching across the curriculum.</p> <p>Progress plans / RAG assessments are in place for all classes that clearly identify interventions in</p>   |

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|   | <p>support of high-quality teaching for all students in each teaching group.</p> <p>All teachers build their expertise and knowledge with regard to addressing student needs through effective application of personalised learning techniques.</p> <p>The Pupil Premium Bromcom profiles and information is used in conjunction with RAG monitoring, intervention and this expertise.</p> <p>Teaching improves in most classrooms and therefore students' learning improves.</p> <p>Students, particularly the most disadvantaged and those with SEND, are making expected progress and therefore achieve targeted outcomes for summer 2025 as seen in summer 2023</p> |
| <p>6) To raise achievement levels and close the deprivation gap.</p> <p>Raising results across college to the aspiration of x5 grade 5's.</p> | <p>Use of small group tutoring –</p> <p>Redevelopment of tutor time especially year 11 – split into intervention groups</p> <p>Redevelopment of year 11 enrichment time – year 11 in intervention groups based on weekly RAG meetings.</p> <p>Achievement gap closed and students progress and attainment increased in summer 2025 examinations.</p>  |
| <p>7) To sustain and achieve improved wellbeing and mental health support for students from disadvantaged back grounds</p>                    | <p>Data from student voice, involvement in enrichment activities.</p>   |

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| <p>8) Raise aspiration and work readiness amongst disadvantaged students</p> | <p>Completion of work experience every year.</p> <p>Extensive careers support.</p> <p>Engagement with project- based learning activities and employer engagement opportunities/experiences.</p> <p>A cohesive, sequenced and mapped plan of assemblies and taught content involving outside speakers.</p> <p>Engagement in educational visits and industrial mentors and speakers.<br/>One visit / speaker per year group per half term.</p> <p>Targeted use of industrial mentors</p> <p>Deployment of the Turin Scheme for students that could attend 6<sup>th</sup> form but don't necessarily have the aspiration.</p> <p>Greater engagement with parents at revision and parents evenings.</p> |
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £20,550

| Activity                         | Evidence that supports this approach  | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| PP lead                          | <p>High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.</p> <p>PP lead is accountable to the principal. Challenge through line management and monitoring by the principal. Participation and achievement gaps between disadvantaged and non disadvantaged pupils will diminish.</p> <p>Following on from RAG meetings, the PP lead will ensure actions are rapid and interventions are effective from subject leads and teachers.</p> | 1, 4,5,6,7,8                  |
| SLT - Teaching and Learning Lead | <p>High quality leadership of Quality of Education will ensure that quality first teaching is a priority and monitored regularly. This will include QA of T&amp;L and work scrutiny of PP students, ensuring teacher accountability. The SLT lead for teaching and learning will maintain a drive to improve adaptive teaching across the academy.</p>  | 1, 3, 4,6,7,                  |

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|---|---|-------------------|
| <p>Literacy and numeracy support through tutoring and intervention sessions.</p> <p>Literacy support and development through the big read and reading for pleasure during form time and start of English lessons. Numeracy support through use of setting to facilitate targeted adaptive teaching methods.</p> | <p>EEF PP and SEN Toolkits<br/> <a href="#">Reading comprehension strategies   Toolkit Strand</a><br/> <a href="#">  Education Endowment Foundation   EEF</a></p> | <p>1, 3, 4, 6</p> |
|---|---|-------------------|

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|--|---|------------|
| 2024/2025 CPD  | <p>High quality CPD is delivered by specialists. Staff are also able to participate in CPD provided by C&amp;VLT and DAT either through subject directors, C&amp;VLT support or at Education House through the Education Exchange.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://arkonline.org/blog/incremental-coaching-all-about-unleashing-excellence-teachers">https://arkonline.org/blog/incremental-coaching-all-about-unleashing-excellence-teachers</a></p> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p>Buck, A. (2018) Leadership Matters 3.0. John Catt Educational Ltd.</p> <p>Henshaw, P. (2017) CPD research argues case for 'incremental coaching'. SecEd online <a href="http://www.sec-ed.co.uk/news/cpd-research-argues-case-for-incremental-coaching/">http://www.sec-ed.co.uk/news/cpd-research-argues-case-for-incremental-coaching/</a></p> <p>Matthews, P. (2017) The power of incremental coaching – improving teaching quality. Professional Development Today, 19.1, 40-50</p> <p><a href="https://www.tes.com/news/how-incremental-coaching-could-improve-professional-development-your-school">https://www.tes.com/news/how-incremental-coaching-could-improve-professional-development-your-school</a></p> | 1, 4, 6, 7 |
| Work Experience for all students and opportunities to work alongside employers       | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Employer_Engagement_in_Education.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Employer_Engagement_in_Education.pdf</a></p>  | 1, 6       |
| Pupil Premium profiles on Bromcom – Automatically 'pop up' so all staff can see them | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>Rowland, M, 2021. <i>Addressing educational disadvantage in schools and colleges.</i></p>   | 1, 2, 6, 7 |
| World Views and Modern issues explicitly taught                                      | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 4, 6       |

| <b>Review</b> |                |              |               |              |               |
|---------------|----------------|--------------|---------------|--------------|---------------|
| Impact term 1 |                |              |               |              |               |
|               | Year 11 Basics | Sept. RAG 4+ | Latest RAG 4+ | Sept. RAG 5+ | Latest RAG 5+ |
|               | PP             | 78.9%        | 78.9%         | 42.1%        | 47.4%         |
|               | Non-PP         | 72.3%        | 69.6%         | 57.4%        | 45.7%         |
| Impact term 2 |                |              |               |              |               |
|               | Year 11 Basics | Feb. RAG 4+  | Latest RAG 4+ | Feb. RAG 5+  | Latest RAG 5+ |
|               | PP             | 78.9%        |               | 47.4%        |               |
|               | Non-PP         | 69.6%        |               | 45.7%        |               |
| Impact term 3 |                |              |               |              |               |
|               | Year 11 Basics | April RAG 4+ | Latest RAG 4+ | April RAG 5+ | Latest RAG 5+ |
|               | PP             |              |               |              |               |
|               | Non-PP         |              |               |              |               |

## Targeted academic support

Budgeted cost: £11,446

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>School led tutoring sessions.</p> <p>Funding allowing – One to One or small group sessions.</p> <p>This will be in Maths English and Science. A significant proportion of recipients will be disadvantaged</p> | <p>Departmental intervention for those pupils identified as underachieving.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in English, Maths and Science:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: ‘Small group tuition has a +4 month impact on attainment of disadvantaged students’.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069886/Updated_School-Led_Tutoring_Guidance_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069886/Updated_School-Led_Tutoring_Guidance_.pdf</a></p> | <p>1, 3, 6</p>                |
| <p>The Brilliant Club Programme for Year 10 students who are academically able and from a majority of disadvantaged backgrounds.</p>  | <p><a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a></p>  | <p>1,3,6</p>                  |
| <p>Maths, English and Science interventions with subject specialists. Through use of form and enrichment time, groups based on RAG data week before.</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>  | <p>3, 6</p>                   |

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| Up Learn for A level Maths | <a href="https://uplearn.co.uk/">https://uplearn.co.uk/</a>  | 1, 4, 6    |
| Turin Scheme               | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/international-school-exchanges">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/international-school-exchanges</a><br>The UK's global programme for studying, working and living abroad, offering once-in-a-lifetime opportunities for personal and professional development for students. Used to engage those students who could attend 6 <sup>th</sup> form but are not yet aspiring to do so. | 1, 4, 6    |
| Holiday Revision Classes   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>  | 1, 3, 6    |
| Parent Engagement Events   | Use of parents evening, revision evenings and information evenings.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>   | 1, 2, 4, 6 |

## Review

|               |  |              |               |              |               |
|---------------|--|--------------|---------------|--------------|---------------|
| Impact term 1 | Year 11 Basics   | Sept. RAG 4+ | Latest RAG 4+ | Sept. RAG 5+ | Latest RAG 5+ |
|               | PP   | 78.9%        | 78.9%         | 42.1%        | 47.4%         |
|               | Non-PP   | 72.3%        | 69.6%         | 57.4%        | 45.7%         |
|               | Parental engagement:<br>• Revision night - Attendance: (91%) • PP: (83%) |              |               |              |               |
| Impact term 2 | Year 11 Basics   | Feb. RAG 4+  | Latest RAG 4+ | Feb. RAG 5+  | Latest RAG 5+ |
|               | PP   | 78.9%        |               | 47.4%        |               |
|               | Non-PP   | 69.6%        |               | 45.7%        |               |
|               |  |              |               |              |               |
| Impact term 3 | Year 11 Basics   | Sept. RAG 4+ | Latest RAG 4+ | Sept. RAG 5+ | Latest RAG 5+ |
|               | PP   |              |               |              |               |
|               | Non-PP   |              |               |              |               |
|               |  |              |               |              |               |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16385

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Attendance Officer. This is linked to EEF toolkit that highlights the need to support whole-school strategies to improve attendance, behaviour and readiness to learn. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  | 2, 4, 5, 6                    |
| To provide counselling and well-being support for students including mentoring, sleep and substance support.<br><br>Use of Emotion Switch and well being in mind team  | EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:<br><br><a href="https://www.eif.org.uk/adolescent-mental-health">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>  | 2, 4, 5, 6, 7                 |
| Breakfast club   | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>   | 2, 4, 5,                      |
| Industrial mentors, speakers and visits  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a><br><br><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</a><br><br>Rowland, M, 2021. <i>Addressing educational disadvantage in schools and colleges.</i> | 1, 2, 4, 5, 6, 7              |

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| <p>Day to day provision supply</p> <p>Provision for revision books, key school equipment such as exam pencil case, pens, calculator.</p> |  | 2, 4, 5, 6    |
| <p>Assertive mentoring programme –<br/>Extended leadership team</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Rowland, M, 2021. <i>Addressing educational disadvantage in schools and colleges.</i></p>  | 1, 2, 4, 5, 7 |
| <p>Provision of High Quality Careers guidance in line with targets and aspirations</p>   | <p>Disadvantaged pupils in years 10 and 11 have access to high quality and frequent careers information and guidance</p> <p>Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</p>   | 2, 4, 6       |
| <p>Higher Education Visits</p>   | <p>The DFE report on Strategies to raise Aspirations in Pupil Premium students (2019) suggested that pro-active work to develop partnerships and links with universities and other external organisations (e.g., local employers) that can provide support for aspiration-raising and career development activities.</p> | 2, 4, 6       |



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| Attendance Rewards for school and afterschool sessions | <a href="https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf</a>   | 2, 4, 6    |
| Online subscriptions                                   | Subscriptions to teaching and learning resources, Sparx, GCSE Pod, exampro, PG Online and Quizlet. The EEF states Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. In the most effective examples homework was an integral part of learning, rather than an add-on.   | 1, 4, 6    |
| 1:1 meetings with parents and staff                    | Facilitation of 1:1 meetings with parents to strive to keep pupils on task and deeper understand student and staff needs.   | 2, 4, 5, 7 |
| <b>Review</b>  |   |            |
| Impact term 1  | Positivity approach and use of KIND award – Keeping interested and not distracted. Working exceptionally well, engaging pupils to do well and wanting to learn. Negative behaviour points being issued has dropped by nearly 50%.   |            |
| Impact term 2  | <p>PP students have demonstrated consistent performance, maintaining 78.9% at 4+ grades and improving from 42.1% to 47.4% at 5+ grades. This is a direct result of the positive impact from strategies including an increase in focus on PP, QFT, KIND Award, STEM tutoring, and after-school interventions. These programs have successfully engaged and motivated students, supporting their academic growth.</p> <p>Next Steps:<br/>For PP Students: Continue leveraging the success of the KIND Award, after-school interventions, and STEM tutoring to sustain and further improve PP student outcomes, particularly in achieving higher grades.</p> |            |

|               |  |
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| Impact term 3 |  |
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**Total budgeted cost: £48,381**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*Students participated in activities to narrow the gap between achievement for all students and disadvantaged students in 2021 – 22. This involved both academic and pastoral and material support for our students in order for them to aspire and achieve in their learning.*

*Our Pupil Premium plan was interrupted due to staff absence and changes in entering the MAT.*

*Maths and English intervention groups ran with some great successes and raised pupils' reading ages and mathematical abilities. The college worked with The National Tutoring Programme and worked with online tutors from Teaching Personnel and students from year 11 group had tuition in Maths Science and English. Engagement was affected by the lockdown and internal internet issues.*

*Disadvantaged students had a year total of 86.1% and non-disadvantaged of 86.4% which are below the expectations set by the college. However, Attendance and positive well-being interventions took place with 10 year 10 pupils in the spring term which had a positive impact on attendance. Over this period this would place it in line with national average attendance for disadvantaged students.*

*The previously impactful aspiration raising programme, the Brilliant Club (half of the participants are from disadvantaged backgrounds) didn't take place this year due to the aforementioned.*

*Exam / NEA based attainment for Year 11 show that students from disadvantaged backgrounds achieved a progress 8 score of -0.95, and non-disadvantaged had a progress 8 of 0.18. However from their starting point measured from GL made progress from their starting points which placed them in the top 10% when compared to national figures with a progress score of +1.10.*

*Wider strategies we used last year included increased counselling and mentoring in college and access to learning materials by loaning of laptops and learning equipment. Student families were also given food vouchers to support them.*

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

*Our Pupil Premium plan was re-launched last year following changes in personnel and in entering the MAT in 2021.*

*Students participated in activities to narrow the gap between achievement for disadvantaged and non-disadvantaged students in 2022 – 23. This involved both academic, pastoral and material support for our students in order for them to aspire and achieve in their learning. The activities, interventions and resources resulted in the disadvantage gap being closed and reversed – Overall Sistra Subject Progress Index (SPI) 0.19, non-disadvantaged 0.11, disadvantaged 0.36, meaning that our disadvantaged students progressed and performed a quarter of a grade better than their non-disadvantaged peers and nearly 0.4 of grade better than their national peers.*

*The college worked with the National Tutoring Programme very successfully last year and ran 15 weeks of intervention with year 11 students. Three forty-minute sessions per week led by specialist Maths, English and Science tutors. This worked significantly better than it had the year before with it being face to face. However, the year 11's attendance on the most part was good but requires a change in strategy going forward.*

*Disadvantaged students had a year total attendance of 87.6% and non-disadvantaged of 89.0% which are below the expectations set by the college. However, Attendance monitoring and responses from the attendance and data manager have worked well and continue to raise attendance.*

*Positive well-being interventions took place with Emotion Switch for selected Year 9, Year 10 and Year 11 pupils in the spring term which had a positive impact on attendance and aspirations. Over this period this would place it in line with national average attendance for disadvantaged students. The greatest benefit of this programme was seen in new starters (Y9 and Y10) and their 'buy in' to the UTC way, goal setting and how it is different to their previous school.*

*The previously impactful aspiration raising programme, the Brilliant Club (half of the participants are from disadvantaged backgrounds) was relaunched with 14 Year 10 students where they worked with the University of York on 'The history of early English education and schooling'. Students who took part had the opportunity to see Newcastle University and University of Leeds. 50% of the students who graduated gained a 2:1 or 1<sup>st</sup> meaning they have the potential to do very well at GCSE and those with a first at A level.*

*Wider strategies we used last year included assertive mentoring in college, access to learning materials by loaning of laptops and learning equipment along with the very successful and increasingly popular breakfast club.*

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

*Students participated in activities to narrow the gap between achievement for disadvantaged and non-disadvantaged students in 2023 – 24. This involved both academic, pastoral and material support for our students in order for them to aspire and achieve in their learning.*

*This consisted of the Brilliant club, whole year group STEM days, Emotion Switch and small group tutoring sessions.*

*The activities, interventions and resources resulted in the disadvantage gap being closed and reversed – Overall P8, non-disadvantaged -0.03, disadvantaged -0.85, meaning that our disadvantaged students progressed and performed three quarters of a grade less well than their non-disadvantaged peers.*

*The college again worked with the National Tutoring Programme hoping to build on the successes of 2022/23, where we ran another 15 weeks of intervention with year 11 students. Three forty-minute sessions per week led by specialist Maths, English and Science tutors.*

*This did not work as well as the year before due to two reasons; we found it very difficult to recruit for the English tutor position and also the programme started very early on in the new year, on reflection this was too early and the students hadn't yet engaged 'exam mode'.*

*Disadvantaged students had a year total attendance of 89.2% and non-disadvantaged of 92.4.0% which are below the expectations set by the college. However, Attendance monitoring and responses from the attendance and data manager have worked well and continue to raise attendance this is seen through improvement from last years data.*

*Positive well-being interventions took place with Emotion Switch for selected Year 9 pupils in the autumn term. With an intention to have a positive impact on aspirations, behaviour and engagement with the UTC way. Unfortunately, there was no conclusive data outcomes for this as attendance and behaviour data remained the same.*

*The Brilliant Club continued again this year (half of the participants are from disadvantaged backgrounds) with 14 Year 10 students where they worked with the University of Teeside on 'The World Food Trade'. Students who took part had the opportunity to see Durham University. 70% of the students who graduated gained a 2:1 or 1<sup>st</sup> meaning they have the potential to do very well at GCSE and those with a first at A level.*

*Wider strategies we used last year included assertive mentoring in college, access to learning materials by loaning of laptops and learning equipment along with the very successful and increasingly popular breakfast club.*